

**LIFE SKILL  
EVALUATION**

**Group Evaluation for *Learning to Learn***

Evaluate the group as a whole, recording their answers to the following questions:

- Let's take turns telling about the changes that happen as an insect grows and develops. How did the book, *The Very Hungry Caterpillar*, begin? What happened next?
- We learned many things about insects. Let's share the things that we remember.
- Let's describe how an insect walks.
- What is the same and what is different about a cocoon and a caterpillar?
- If you were going to help plan the next session on insects, what things would you like to learn?



**PROJECT SKILL  
EVALUATION**

Specific evaluation tools are included for each lesson (see next page). It is suggested that leaders use a variety of evaluation instruments and incorporate them into the lesson, whenever possible.

## Evaluation Suggestions for “Going Buggy”

LESSON	OBJECTIVE	EVALUATION SUGGESTIONS
<b>Three Body Parts</b>	Participants will be able to name the three body parts common to all insects.	<ul style="list-style-type: none"> <li>• Tape-record participants singing “Three Body Parts.”</li> <li>• Each learner draws an insect (pre- and post-lesson); evaluator assesses for three distinct body parts.</li> </ul>
<b>I Spy</b>	Learners will identify physical and behavioral characteristics of insects.	<ul style="list-style-type: none"> <li>• Use an indicator checklist to record individual observations by youth as they identify physical and behavioral characteristics of insects (see attached charts). Evaluator records observed characteristics as reported by individuals while they do the activity.</li> <li>• Group develops chart that lists observed physical and behavioral characteristics of insects.</li> </ul>
<b>Hungry as a Caterpillar!</b>	Learners will learn that insects grow and develop as do all living things.	<ul style="list-style-type: none"> <li>• Give each youth a paper plate. Have them draw lines to divide it into four quarters. Instruct each youth to draw an insect egg in one of the quarters. Ask them to fill in the other sections with the stages of development of an insect; arrows can be used to indicate direction.</li> </ul>
<b>Lupine and Butterflies</b>	Participants will be introduced to the concept that living things grow and develop.	<ul style="list-style-type: none"> <li>• Record group responses to the following evaluation questions:               <ol style="list-style-type: none"> <li>1. What does the lupine need to grow?</li> <li>2. How will it change as it grows?</li> <li>3. What does the caterpillar need to grow?</li> <li>4. How will it change as it grows?</li> </ol> </li> </ul>
<b>The Bug Walk</b>	Learners will be introduced to the concept that many insects walk by using their legs to create “alternating triangles.”	<ul style="list-style-type: none"> <li>• Successful completion of a “Bug Walk.”</li> <li>• Videotape of participants doing the “Bug Walk.”</li> </ul>



